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Tue 9-2 pm
Wed. 12-5 pm CST & by appointment 432-837-8013

Course Description

This advanced course is a requirement for the Master of Education Reading Specialist program. It is designed to provide students with an understanding of the components of reading and the strength and needs of individual students. This course will demonstrate how young children become literate, how language is acquired, and how competence in oral language supports the development of reading and writing. Attention will also be given to the critical role adults play in fostering the literacy development of young children.

Performance Standards, Goals, and Learning Objectives

Program Learning Outcomes

The graduating reading specialist student will demonstrate that she/he can
- Apply knowledge of the theoretical foundations of literacy to the include all components of reading.
- Implement, interpret, create and apply literacy assessments appropriate to the levels of early childhood through grade 12
- Identify and develop an instructional plan to meet the needs of individual students, influencing their literacy development and second language acquisition to promote literacy and apply knowledge to assist the struggling reader, including English language learners, dyslexia, and exceptional students.
- Design, plan, implement, collaborate, and communicate with professional stakeholders research-based literacy curriculum approaches to address the needs of all students.

Course Student Learning Outcomes

Through the activities of this course, students will become familiar with and develop a working understanding of the following:
• The interrelationship of oral and written language to meet the needs of individual students including students with dyslexia, English Language Learners, and struggling readers.
• The beginning components necessary for language and literacy development.
• The role of integrated instructional design in promoting reading and writing,
• The selection of appropriate resources to improve language and literacy development.
• The methods of assessing emergent literacy and language development.

Marketable Skills:
• **Communication:** Students will communicate to all stakeholders using a variety of mediums to include academic writing, visually, and orally.
• Critical Thinking: Students will analyze various strands of discrete data to support planning and decisions.
• **Digital Technology:** Students will understand and be able to apply and integrate technology in multiple professional settings.
• **Collaboration:** Students will engage in various digital mediums to facilitate collaborative workflows.
• **Creativity:** Students will be able apply innovative approaches and problem solving techniques to apply creative solutions to improve academic performance.

Reading Specialist Standards

• **Standard 1: Components of Reading:** The Reading Specialist applies knowledge of the interrelated components of reading across all developmental stages of oral and written language and has expertise in reading instruction at the levels of early childhood through grade 12.

• **Standard 2: Assessment and Instruction:** The Reading Specialist uses expertise in implementing, modeling, and providing integrated literacy assessment and instruction by utilizing appropriate methods and resources to address the varied learning needs of all students.

• **Standard 3: Strengths and Needs of Individual Students:** The Reading Specialist recognizes how the differing strengths and needs of individual students influence their literacy development, applies knowledge of primary and second language acquisition to promote literacy, and applies knowledge of reading difficulties, dyslexia, and reading disabilities to promote literacy.

• **Standard 4: Professional Knowledge and Leadership:** The Reading Specialist understands the theoretical foundations of literacy; plans and implements a developmentally appropriate, research-based reading/literacy curriculum for all students; collaborates and communicates with educational stakeholders; and participates and takes a leadership role in designing, implementing, and evaluating professional development programs.

Competencies: 1.1k, 1.2k, 1.3k, 1.1s, 1.2s, 1.3s, 1.4s, 1.5s, 1.4k, 1.5k, 1.6k, 1.7k, 1.7s, 1.8s, 1.9s, 1.6k, 1.7k, 1.10s, 1.8k, 1.9k, 1.10k, 1.11k, 1.11s, 1.12s, 1.13s, 1.14s, 1.12k, 1.13k, 1.14k, 1.15k, 1.15s, 1.16s, 1.17s, 1.18s, 1.16k, 1.17s, 1.18k, 1.19s, 1.20s, 1.21s, 1.22s, 1.19k, 1.20k, 1.21k, 1.22k, 1.23k, 1.24s, 1.25k, 1.23s, 1.24s, 1.25s, 1.26s, 1.27s, 1.28s, 1.29s, 1.26k, 1.27k, 1.28k, 1.30s, 1.31s, 1.33s, 1.29k, 1.30k, 1.31k, 1.32k, 1.33k, 1.34k, 1.35k, 1.36k, 1.37k, 1.38k, 1.39k, 1.34s, 1.35s, 1.36s, 1.37s, 1.38s, 1.39s, 1.40s, 1.41s, 1.42s, 1.43s, 1.44s, 1.45s, 1.46s, 1.47s, 1.48s, 1.49s, 1.50s, 1.51s, 2.1k, 2.2k, 2.3k, 2.4k, 2.5k, 2.6k, 2.7k, 2.8k, 2.9k, 2.10s, 2.11k, 2.1s, 2.2s, 2.3s, 2.4s, 2.5s, 2.6s, 2.7s, 2.12k, 2.13k, 2.14k, 2.15k, 2.16k, 1.17k, 2.18k, 2.19k, 2.20k, 2.28s, 2.9s, 2.10s, 2.11s, 2.12s, 2.13s, 2.14s, 2.15s, 2.16s, 2.17s, 3.1k, 3.1s, 3.2k, 3.3k, 3.4k, 3.5k, 3.6k, 3.2s, 3.3s, 3.4s, 3.5s, 3.7k, 3.8k, 3.9k, 3.10k, 3.11k, 3.6s, 3.7s, 3.8s, 3.9s, 3.10s, 4.1k, 4.2k,
Materials

Required Text


Required Certify Teacher Software

This software is required ONLY for Texas Reading Specialists Candidates and Students Seeking Reading Specialist Certification in Texas. If you haven’t done so already, when you are within a semester months of completing your degree, purchase the Certify Teacher software to help you prepare for the TExES Reading Specialist 151 exam. (certifyteacher.com>Products>TExES Certification>Enter test number 151 in the Search window.) Purchase the Online version for $55. Access the Certify Teacher site with your SRSU e-mail address. When prompted about the six-hour requirement, click ACCEPT. Six hours is the minimum time required by TEA for TExES preparation.

DO NOT USE THE PRACTICE TEST MODE AT THIS TIME! Use only Study Mode and Flash Cards. During ED 6314 Diagnosis & Correction of Reading Disabilities you will be required to work in Study Mode and Flash Cards for no less than six hours (TEA minimum requirement). Once you complete six or more hours you will be required to take the Practice Test that is included in the software. You will have the test results sent to our Certification Coordinator. You may attempt the test only ONCE during ED 6314. If you achieve 260 points on the Practice Test, you will receive a recommendation from SRSU to take the Reading Specialist TEES 151 exam at the next opportunity. Upon achieving 240 on the TExES 151 you will have completed this step in the certification process. If you do not achieve 260 points on the Practice Test during ED 6314, you will have another opportunity to take it during ED 7312.

REMEMBER work only in Study Mode and Flashcards in order to assure that the scores you make on the Practice Test during your ED 7312 course will be valid.

Reading Specialist Standards

This course addresses the standards listed below. A complete copy of the four standards and fourteen competencies to be mastered by Texas Reading Specialists can be found at: cms.texas-ets.org/index.php/download_file/view/634/259/

Texas Administrative Code
### Assignments and Grades

<table>
<thead>
<tr>
<th>Type of Assignment</th>
<th>Points</th>
</tr>
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<tbody>
<tr>
<td><strong>Collaboration Board:</strong> Students will participate in a 10 professional collaboration discussion board activities. Each collaboration board assignment will require the following actions to earn full credit.</td>
<td>400 Points</td>
</tr>
<tr>
<td>1. Initial Response: Students will write a concise response using professional and academic language, citing evidence in a constructive response format. Prepared written responses 300-400 words on the assigned topic. Use your time to plan, write, review, and edit your response to the assignment. Read the assignment carefully before you begin to write. Consider how you will organize your response. As a whole, your response must demonstrate your understanding of the knowledge and skills necessary for a Reading Specialist. In your response, you should demonstrate the depth of understanding through your ability to apply your knowledge and skills rather than merely citing or reciting factual information.</td>
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<tr>
<td>2. Respond to 1 peer using academic language that provides depth in your understanding of the topic. Critiques should be constructive citing evidence and sharing experiences and resources to promote deeper understanding of subject matter, knowledge, and skills.</td>
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<tr>
<td>3. Revise your initial response after receiving feedback. Use the constructive response rubric provided in the course to assess yourself and your peer subject matter, knowledge, and skills.</td>
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<tr>
<td><strong>Connections/Goals Module 1:</strong> The purpose of this assignment is to give you an opportunity to activate your prior knowledge and apply it to your upcoming experiences in this course. Use the form in the Week 1 Folder (Connections, Expectations, etc.) for this assignment. See &quot;Writing Goals &amp; Objectives&quot; in the Main Menu for a SMART mnemonic.</td>
<td>10</td>
</tr>
</tbody>
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A goal is a broad, clear statement of an outcome you plan to achieve during the semester. An objective is a specific, clear and measurable statement that identifies one step leading to the achievement of the goal. Ideally, if all the objectives are met, the goals automatically will have been attained.
• The goal(s) should relate to the Reading Specialist Standards and Competencies specific to this course. (See Texas Administrative Code on previous pages.)
• After formulating the goal(s), develop two or more objectives for each goal. These objectives should be specific, clear, and measurable.

### Reading Specialist Purpose Statement Module 2
You will create an image that conveys your purpose as a Reading Specialist. This image will be a digital image that you will share in social media outlets and on your SRSU blog.

### Blog Posts
You will be creating an SRSU Reading Specialist blog that you will use throughout the reading program at Sul Ross State University. Blog post assignments are related to your discussion reflection post. You will create weekly posts related to your reading assignments in Wordpress. It is a good practice to write your posts in Word first, spell check, and then copy/paste to the Wordpress blog. Each blog post should have a short and descriptive title capturing your reflections and should be no shorter than 250 words and follow APA guidelines. You will copy and paste the URL to your published blog post to the discussion board as a post. I will model this for you during module 1.

Traditional literacy skills are also no longer enough for our students. New literacies in the 21st century include digital, media, visual and global literacies. A classroom blogging program can help integrate these literacies into society. If we want our students to be motivated to use their emerging writing skills, we have to make writing purposeful, challenging, and real-to-life. Blogging offers this as well as provides a platform in which you can build a literacy repository of resources and community.

### Early Literacy Scope and Sequence: Location of a campus’s early literacy scope and sequence. If there is one unavailable, find a scope and sequence with available resources. Using information from our texts, create or improve the scope and sequence for Pre-K and/or Kindergarten. Ensure that the following items are addressed properly:
- Oral and Language Development
- Phonological and Phonemic Awareness
- Concepts of Prints
- Alphabetic Principles
- Word Identification
- Vocabulary
- Fluency
- Comprehension
- Written Language

### Words Their Way Assessment:
Students will administer the Words Their Way PSI inventory to a 1 or 2nd grade struggling reader. Students will analyze the data and create a research-based plan to address student strengths and weaknesses of their word development. Communicate results to all stakeholders after receiving feedback.

### Audit Module
The purpose of this assignment is to give you an opportunity to draw some conclusions about the professional growth you’ve experienced during this eight-week period. Begin by re-reading in chronological order the reflections and responses you have written during the semester. Also, re-read the responses your classmates and I have made to your reflections. Try to step back and put some distance between yourself and what you’ve written. Imagine that these reflections and responses were written by a different you at a different time. Attempt to analyze and self-evaluate your ideas.
As part of the Audit, revisit the goals and objectives you set for yourself at the beginning of the semester and describe your success toward attaining these goals and objectives. If a particular goal was not met to your satisfaction, explain the reason and describe steps you could take in the future to meet the goal. Address the following questions.

1. What goals did I not meet?
2. How can I improve my depth of knowledge? Provide examples and evidence of this.
3. How can I apply my knowledge professionally?
4. What was missing in your scope and sequence?
5. How can you improve the scope and sequence?
6. How will you apply accommodations for dyslexic, ELL, and struggling readers?

Your audit should be approximately two pages, double-spaced.

Before you begin writing your Audit, review the Audit Rubric that I will use as a grading tool to get an idea of what I consider important.

**Designing Literacy Centers Project and Blog Reflection**

The purpose of this activity is to give you an opportunity to design a classroom that reflects an ideal emergent literacy environment. As you plan your literacy centers reflect on the activities and procedures you will provide in terms of meeting the needs of all students.

- Plan ten centers. Some could be permanent centers, while others might be temporary. As you plan your centers, consider the following questions:
  - What specific books and types of books will you include?
  - What written materials other than published books will you include?
  - What different ways of reading and writing will you invite?
  - How will you provide for individual choice and needs?
  - How will you provide for browsing?
  - What reflection opportunities will you provide?
  - What kinds of sharing opportunities will you make available?
  - What will you do about changing the books and materials? (How frequently? Which ones?)
  - How will you introduce the children to new books?
  - How will you extend the children's familiarity with different genres?
  - What audio materials will you provide?
  - What writing materials will you provide?
  - How will you extend literacy across the curriculum?
  - How will you incorporate technology?
  - What video materials will you provide?
  - How are you scaffolding instruction using this center?
  - What is the purpose of the activity? Is this for review, assessing of a skills, introduction of a new skill, reinforcement?
  - How will you provide evidence of learning from centers? Create a rubric for 3 of the centers as evidence of learning. Centers should be aligned to standards.

As you plan your literacy centers remember to consider your own preferences and style. Take into account your own individuality as a teacher and create your centers accordingly.

**Language Analysis Project**
Part 1: (This will need to be videoed)
The purpose of this assignment is to give you an opportunity to become more aware of the control adults have over the language development of children. Questioning is a key strategy for generating language in children. The way adults word their questions influences both the children’s comprehension of the question and the language they use to respond. For this project, choose six books you could share with young children. Read the books and generate five open-end questions for each book. Additionally, for each book you choose, generate five close-ended questions that address specific details or events. After you have written open and close-ended sentences for the six books, choose one of the books and share it with a young child (ideally a 3 to 5-year-old) while audio recording the event. Please introduce the book as you would normally introduce a book to a young child. Then, as you read the 11 book, ask the questions you have prepared and give the child sufficient “wait time” to generate answers. The younger the child, the more wait time may be required for him or her to organize his or her thoughts. Do not prompt or lead the child as he or she answers. After you ask the question, say nothing more. Your lips should remain sealed. It’s the child’s turn to talk. Wait for a response. Be friendly and attentive, but WAIT patiently for a response. If appropriate, after the child has responded and it is evident that he or she is finished, ask additional questions or make pertinent comments that will expand the child’s thinking and give him or her additional opportunities to generate language. The main point of this activity is to give the child as much time and as many reasons to generate language as possible. The more the child says during the book reading event, the more language data you will have to analyze. When preparing to use this strategy with the child, write your questions on sticky notes and either place them on the appropriate pages of the book or in some other place that will make them readily available to you. Later, without the child present, transcribe the audio recording by writing the questions you asked and the exact words the child gave in his or her answers. Next, analyze the language generated by each of the questions you asked.

Part 2: Reflection Paper
After reviewing the video for content, reflect on your learning activity. Note any differences between the child’s answers to the open-ended questions vs. the close-ended questions. What patterns did you spot? Where were the surprises? Where were the child’s pauses? What were the child’s reactions? Which questions brought forth more language from the child? What was the child’s attitude during this activity? What else did you notice? Finally, reflect on things you as a Reading Specialist and a teacher have learned because of this activity. What conclusions can you draw from the child’s responses? What did you enjoy? What did you not enjoy? What did you see as worthwhile? What did you not find worthwhile? What changes would you make in future oral reading events? What recommendations would you make to adults who read to young children? Include a link to your video in this submission.

Part 3: Create a flier or pamphlet for early literacy stakeholders, (i.e. parents or teachers), to aide reading to the young child.

E-Portfolio Review: Module 3 and 9 Please see Portfolio Instructions in the Main Menu for step-by-step instructions for submitting your Portfolio. Portfolio requirements for this course are:

1) Audit: (Instructor-selected course assignment--place this under the Standard it most reflects -- use the Portfolio Artifacts Form)
2) Student-selected course assignment -- place this under the Standard it most reflects -- use the Portfolio Artifacts Form
3)Case Study: Literature Review

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### Personal Statement:

Write an autobiographical statement in which you include your background relative to your choice of the education program in which you are enrolled. Include your short- and long-term plans for making use of the certification you are pursuing.

### Letters of Reference:

Include letters of reference and/or the names and contact information for people who can provide you with letters of reference.

### Optional:

Another student-selected artifact that reflects one of the Standards -- place this under the Standard it most reflects -- use the Portfolio Artifacts Form

### Case Study:

#### Part 1:

Using the information presented in the course relating the foundations of early literacy, including oral language, phonological and phonemic awareness, concepts or print, alphabetic principle, word identification, fluency, comprehension, vocabulary, and written language, review literature. Locate 10 peer reviewed research studies and articles. After reviewing, begin writing an annotated bibliography that highlights current research trends and findings regarding Standard 1. Use the example of the annotated bibliography provided in the module. This annotated bibliography will build upon the case study with each core Reading Specialist course throughout the program.

#### Part 2:

Write a literature review focusing on a topic of interest of emergent literacy and language development in Early childhood. A rubric will be provided.

### Construct Final Exam:

The final exam will consist of 2 essay construct open-response questions. A rubric will be provided along with directions in the module.

| TOTAL POINTS: | 1000 |

The grading policy for this course is as follows:

- A = 800-1000
- B = 600-799
- C = 400-599
- F = 399 or less

Assignments and the schedule are subject to change as necessary.

### Blackboard and Online Access

This class is taught online. Students will need an active Sul Ross account to access the course website through Blackboard. This site will have announcements, calendar, and learning modules, among other things.

### Learning Environment & Grading Policy

Successful completion of an online course requires dedication and constant effort. Do not fall behind in your work! Begin your assignments as soon as possible and get at least one module ahead. This will help you avoid the penalty for late work because there are always unforeseen events that arise. Submit professional quality work. Have someone proofread your submittals and always use the grammar and spell check functions on your computer before submission.
If you are not sure what plagiarism is, please read APA pp. 15-16 and 170, or ask during office hours. But remember, the ultimate responsibility is your own. When in doubt, err on the side of caution.

**Grading Policy:**

1. No late assignment will be accepted after its due date without prior instructor consent.
2. Late assignments will lose 20% of possible points for each day it is late.
3. All citations should be formatted using the American Psychological Association (APA) manual. Papers with APA citation errors will receive a reduction in points or no credit.
4. Extra credit points are not available.
5. There are no I’s (incompletes) for this class.
6. After 11:45 pm on the date for any assignment due is considered late and will result in a lowered grade for that assignment.
7. There are no optional assignments in this course. All assignments must be completed in order to pass this class. Even if an assignment is so late that it will receive a “0”, the student must turn in the assignment in order to pass the course (regardless of number of points accrued in the course.) PLEASE NOTE THAT DISCUSSION BOARDS CANNOT BE COMPLETED AFTER THE END DATE; THEREFORE, MISSING A DB WILL RESULT IN YOUR FAILURE IN THE CLASS BECAUSE THERE ARE NO OPTIONAL ASSIGNMENTS.
8. Students who fail to participate in Discussion Board or complete any assignment may not pass this course.

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**SRSU Distance Education Statement.** Students enrolled in distance education courses have equal access to the university’s academic support services, such as Smarthinking, library resources, online databases, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should correspond using Sul Ross email accounts and submit online assignments through Blackboard, which requires secure login information to verify students’ identities and to protect students’ information. The procedures for filing a student complaint are included in the student handbook. Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website.

**Technical Support**

The Support Desk is where you can direct your more technical questions. For example, the Support Desk can help you if you are having issues submitting a document, getting videos to play, or using BlackBoard. The support desk is open 24 hours a day/7 days a week for your convenience.

You can reach the support desk:

- By calling 888.837.6055
- Via email blackboardsupport@sulross.edu
- Using resources from the Technology Support tab within blackboard
- Clicking the Support Desk graphic on the course homepage

**Zoom Guidelines:** Please refer and follow Distance Learning/Zoom Guidelines provided in the blackboard course as a participation requirement in this class.

**SRSU Library Services.** The Sul Ross Library offers FREE resources and services to the entire SRSU community. Access and borrow books, articles, and more by visiting the library’s website, library.sulross.edu. Off-campus access requires your LoboID and password. Check out materials using your photo ID. Librarians
are a tremendous resource for your coursework and can be reached in person, by email (srsulibrary@sulross.edu), or phone (432-837-8123).

**Americans with Disabilities Act:** Sul Ross State University is committed to equal access in compliance with the Americans with Disabilities Act of 1973. It is the student's responsibility to initiate a request for accessibility services. Students seeking accessibility services must contact Student Services. Students seeking accessibility/accommodations services must contact Rebecca Greathouse Wren, LPC-S, SRSU's Accessibility Services Coordinator at 432-837-8203 (please leave a message and we'll get back to you as soon as we can during working hours), or email rebecca.wren@sulross.edu. Our office is located on the first floor of Ferguson Hall (Suite 112), and our mailing address is P.O. Box C-122, Sul Ross State University, Alpine, Texas, 79832.

And don't forget, SRSU offers personal counseling services for students, faculty and staff.

**SRSU Safety Pledge - One University/One Community**

As a partner in each campus community, the faculty, staff, and students agree to the following statements in relation to the COVID-19 virus:

- I will wear a face covering, wash my hands, and disinfect my workspaces to protect others from the potential spread of this virus.
- I promise to follow social distancing guidelines as a way to mitigate the risk of transmission to others both professionally and personally.
- I will monitor my health and report any potential agree to follow the guidelines set forth in this document or as described by Sul Ross State University to protect the public health.
- I understand that my actions may impact the larger community and could affect my academic progress or professional attainment at Sul Ross State University.

Failing to meet these expectations may be subject to corrective action under university disciplinary policies. Changes or recommendations to the guidelines based on evolving guidance from federal, state, or local agencies will be communicated to the university community.

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**ACADEMIC INTEGRITY:** Academic dishonesty hurts everyone and reduces the value of college degrees. Doing someone else’s work, presenting the ideas and work of others as your own, submitting the same paper for multiple classes, and/or failing to cite your sources when you utilize the ideas of others, are all examples of academic dishonesty. It is your responsibility to read and understand the university’s policy on academic dishonesty in the SRSU Student Handbook, as all violations will be taken seriously and handled through the appropriate university process. The Student Handbook can be found at: https://www.sulross.edu/page/2454/student-handbook (page 80).

In addition, please note that plagiarism detection software will be used in this class for written assignments, as well as monitoring software for course exams.

**19 TAC §228.30(b): The curriculum is research-based. TEA Evidence: Syllabi/course outlines with bibliographies/references.**


